

Course Syllabus - Intervention with Young Children

Course Information

HDCD 6370-001
Summer 2016; Tuesday, 1:00pm-5:00pm
GR 4.208

Professor Contact Information

Sherry Bryant; GR 4.805
972-883-4476
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Office Hours: Monday 9am-11am
or by appointment

Course Restrictions

See Advising Office for Registration

Course Description

Family-focused, culturally sensitive methods and procedures for facilitating the development of young children at risk for or experiencing developmental delays or children with specific diagnosis. Includes strategies for assisting parents to be active partners in intervention, providing intervention in the home or community setting and giving HDCD students hands on experience working with children and families.

Student Learning Outcomes/Competencies: The Division for Early Childhood of the Council for Exceptional Children (DEC) and the Texas Interagency Council on Early Childhood Intervention (ECI) has adopted a set of recommended practices to provide guidance to practitioners and families about the most effective ways to improve the learning outcomes and promote the development of young children, from birth to five years of age, who have or are at-risk for developmental delays or disabilities.

1. Select and use materials that are free of ethnic, linguistic, socio-economic, and gender bias, or adapts materials appropriately to eliminate such biases.
2. Recognize how an infant's or toddler's disability or developmental delay affects the child's ability to interact with others and the environment.
3. Model for the family or caregivers interactions with infants and toddlers that are appropriate to the child's individual levels of abilities, languages and modes of communication.
4. Implement practices that:
 - a. demonstrate knowledge of the basic principles of how children learn
 - b. individualize materials to the needs of the child and family
 - c. respect families' cultural and socioeconomic backgrounds
 - d. integrate experiences into the families' natural routines and environments
 - e. integrate experiences across developmental domains
5. Collaborate with the family and primary caregivers to modify natural environments to meet the infant's or toddler's individual needs and to promote exploration and independence.
6. Know the types and significance of interactions among infants and toddlers and models both spontaneous and planned activities to promote positive peer interactions.
7. Develop partnerships with families by interacting with them in ways that are sensitive to their needs and backgrounds
8. Respect families' insights into their own situations and into their children's behavior and development

Required Textbooks:

1. Transdisciplinary Play-Based Intervention 2, (2nd edition) (2008); Linder, Toni; Brookes Publishing.
2. Assessment, Evaluation, and Programming System Curriculum for Birth to Three Years(AEPS), 2nd edition; volume 3 (Birth to Three Years); Bricker, Diane; Brookes Publishing.
3. Assessment, Evaluation, and Programming System Curriculum for Three to Six Years(AEPS), 2nd edition; volume 4 (Three to Six Years); Bricker, Diane; Brookes Publishing.

Assignments

A. Intervention home visits: Plan, implement and video **7 home/center visits** with a young child typically between 10 and 48 months of age as part of a 2 or 3 person team. **The child will be assigned to you.** Every child has a developmental delay, developmental concern or a diagnosis.

Each home visit is worth 10 points (70 points total)

Each intervention visit will last a total of 60 minutes-divided between team members.

The first visit will consist of **three parts**:

1-If the Interventionist currently working with this family is available, you will attend the first visit together for an introduction to the family and to observe the Interventionist's interactions with the child and caregiver.

This 1st visit only is to be planned around the interventionist's schedule if at all possible.

2-Also for the 1st visit-your team will:

- conduct a semi-structured conversation with the caregiver/s to explain the Home Visit process for this class,
- complete a consent form for participation,
- do a brief family interview,
- discuss & prioritize goals (with the family and if possible, the Interventionist), identify daily family routines/activities
- determine the best days and times for your next 6 intervention visits.

We'll prepare for the explanation of visits, go over some interview questions and discuss the information received from the agency ahead of time in class.

3-The team will observe and participate in a **10 minute unstructured play session** with the child **and** caregiver in order to observe and identify the child's strengths/needs, observe caregiver-child interactions and for the students to begin building rapport with the child and caregiver.

This may need to occur while doing #2 above due to time constraints but it's not preferred because it gives a limited opportunity to observe child-caregiver interactions.

The next 6 visits will be a blend of "child and adult directed" sessions during in which students practice intervention strategies that are studied/discussed in class and ones that were developed by LifePath ECI or private therapies, based on the existing goals already in place for the child.

One visit MAY include another child, siblings are fine, to give students a chance to facilitate the interaction.

This is **optional unless** peer interaction is a goal for that child.

The **last visit** will be a shorter intervention visit, to allow time for recapping with the caregiver the semester's visits.

For each home visit-

1-In class, show 5 minute segments of **each** team member, from your video of the intervention visit;

2-Develop ideas for the next visit with time in class, if time allows, to "brainstorm" strategies/activities.

3-**Turn in for each visit:** (a) Home Visit Record form; (b) Intervention Plan, your plan for that visit (2 copies from the 3 part carbonless form), (c) Daily Progress Note; (d) the video; (e) a self-critique- which includes an evaluation of how the visit went-you will **NOT** evaluate your team member/s.

B. Individual Project: Using creativity and resources from class and other sources, develop an intervention activity/toy with easily accessible, affordable items, which can be used during home visits for a child between the developmental ages of 10 and 48 months.

The activity should target at least 3 different developmental domains.

Each person will present and demonstrate the activity to the class and provide a handout for classmates.

Presentations will begin on 7/19/16 and IF needed, continue on 7/26/16. (10 points)

C. Intervention plan from an IFSP (Take Home Final exam): On the basis of an assigned case study and IFSP, develop a 3-month intervention plan for the child and family. **Due 8-2-16 (20 points)**

****In addition to the following topics scheduled for lectures, every attempt will be made to build in time each week to discuss & plan intervention activities, as a group for each team and in individual teams, for the next home visits.***

Schedule of lectures:

5/24/16:

Introduction to course. Discuss syllabus and requirements.

Teams and the children teams will be working with.

General considerations for home visits.

Discuss what is needed for 1st Home Visit as well as any issues.

Introduce the HELP at Home, AEPS and TPBI intervention activities/strategies manuals.

List of materials/toys in Assessment closet.

Books of activities available in my office.

(continue)

Readings: -handout “Prioritizing objectives”
 -handout “Steps in Planning”
 “DEC Recommended Practices- pp. 1-3 and 6-12 of the following link:
 http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf

5/31/16: The importance of play. Play-based intervention overview-(AEPS and TPBI).
 Activity based intervention and developmentally appropriate practices.
 Naturalistic intervention design. Routines-based intervention.
 Observing parent-child play interaction and rating characteristics of play partners.
 Strategies of good play partners. Family routines and cultural practices.
 More on the TPBI and AEPS curricula.
 Building alliances with families to foster family involvement. Enhancing development
 through responsive intervention. Cultural considerations.

Assignments: Obtain caregiver consent and conduct first home visit-includes discussion of family
 routines/activities and a *short* play session. Have video ready for class next week.

Turn in:

- 1)-home visit record form,
- 2)-video,
- 3)-individual critique which includes an evaluation of how the session went plus
student’s own self-critique and
- 4)-student’s observations during the play session of child’s developmental skills *across* domains.

Readings: -handout “Implementing Intervention in Everyday Routines, Activities and Settings”, chapter 4,
 pp. 75-106, Family-Centered Early Intervention
 -TPBI: Chap. 2*
 -AEPS (Birth to Three): Section I (pp.23-48)*
 -AEPS (Three to Six): pp. 23-49 (some overlap with Birth to Three)*
 **for all of the readings in the TPBI and AEPS, look over suggestions for goals in each
 area of development for your child, also to be discussed in class as applicable to each
 team’s child-this applies to readings for each lecture*

For ALL home visits (after the initial visit) turn in:

- 1)-Home Visit Checklist
- 2)-Home Visit Record form,
- 3)-Video,
- 4)-2 copies of Intervention Plan,
- 5)-Developmental Progress Note and
- 6)-Individual **Self**-Critique including how you think you did or could do better at the visit, any questions you have
and an evaluation of how the session went overall.

6/07/16: Facilitating **Communication** development.
 Introduction to Child-Centered Activity model (CCA)
Readings: -TPBI: Chap. 6 Facilitating Communication Development
 -AEPS (Birth to Three): pp. 325 – 387
 -AEPS (Three to Six): pp. 171 – 202

6/14/16: **Continue** Facilitating Communication Development
 Watch Home Visit videos-discuss and brainstorm ideas

6/21/16: Facilitating **Sensory** development.
Readings: -TPBI: Chap. 3 Facilitating Sensorimotor Development, **Sections IV-V**
 -handout “Infants and Toddlers with Autism Spectrum Disorder”, chapter 8, pp. 201-212
 and Table 8.1, p. 193.

6/28/16: Facilitating **Emotional-Social** development. *Discuss individual project / presentation.*
Readings: -TPBI: Chap. 5 Facilitating Emotional and Social Development
 -AEPS (Birth to Three): pp. 389 – 429
 -AEPS (Three to Six): pp. 203- 23

- 7/05/16:** Facilitating **Fine and Gross motor** development.
Readings: “Intervention Strategies”; Serena Wieder, PhD **-handout**
 -TPBI: Chap. 3 Facilitating Sensorimotor Development, **Sections I-III**
 -AEPS (Three to Six): pp. 53-74 [Fine Motor] and pp. 75-91 [Gross Motor]
- 7/12/16** Facilitating **Cognitive** development.
 Facilitating **Adaptive Behavior** and activities of **daily living**.
Readings: -TPBI: Chap. 7 Facilitating **Cognitive** Development
 -AEPS (Birth to Three): pp. 225 – 324
 -AEPS (Three to Six): pp. 117 – 170
-handout “Using Appropriate Behaviors to Meet Needs”, chapter 7, pp. 180-185, Family-Centered Early Intervention
 -TPBI: Chap. 3 Facilitating **Sensorimotor** Development, Section VI
 -AEPS (Birth to Three), pp. 173-223;
 -AEPS (Three to Six), pp. 93-115
- 7/19/16:** *Individual Intervention **activity** presentations*
Discuss/handout Final Exam-Do sample IFSP to prepare for Final *if time permits*
FINAL EXAM DUE ON OR BEFORE TUESDAY, AUGUST 2nd BY 5:00pm
Must also turn in all toys, materials and books checked out during the semester.
- 7/26/16:** Children with **Visual & Hearing** Impairments
Readings: **-handout** “Infants and Toddlers with Sensory Disabilities-**Vision**”, chapter 9, pp. 217-233, Family-Centered Early Intervention
-handout “Infants and Toddlers with Sensory Disabilities-**Hearing**”, chapter 9, pp. 233-251, Family-Centered Early Intervention
 -Strategies for Working with Children with Visual & Hearing Impairments
 -TPBI: (**Vision**) pp. 163-181; (**Hearing & Communication**) pp. 451-480
-handout “Intervention strategies for infants and toddlers with Multiple Disabilities”, chapter 10, pp. 277-280, Family-Centered Early Intervention.
- 8-02-16** *No Class*
FINAL EXAM DUE in my office or given to Melanie Davis by 5:00pm

Grading Policy

- A 93-100**
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 70-76

Course Policies

Regular class attendance is expected and absences should be cleared in advance either in person, via e-mail or voice mail, with the instructor. Absences will be excused only for an obvious illness or family emergency. It is the student's responsibilities to access all information presented for the missed class session from other students in the class and arrange for assignments to be turned in on time. The faculty instructor is not responsible for ensuring the student has the missed materials.

If a student arrives to a class session after it has begun, he/she is expected to enter quietly and take a seat in the least disruptive location.

Assignments and in class presentations are due on the designated date (see course schedule presented in this syllabus). They will **not** be accepted late, **without prior** arrangements. Assignments/Presentations submitted *later* than the due date without prior instructor approval will receive an automatic 5% reduction in grade for every day that it is late. Incomplete assignments will also be assessed penalty points.

TURN OFF cell phones prior to entering the classroom. *Under no conditions may you answer or check your cell phone while class is in session.* It is understood that emergencies occur but you must leave the room completely before answering and it must be for a true emergency.

Off-Campus Instruction and Course Activities

For this course, students are required to conduct seven (7), one (1) hour, home/center-based intervention visits with a child and his/her family in addition to the once a week lecture on campus. The visits are done as a team of two (2) or three (3) students from the class and the students must provide their own transportation to the visits.

Students must wear their nametag identifying them as a UTD-HDCD student *at all times* when at home visits.

Those of you who do not have a ***name tag*** will need to purchase one. It can be purchased at stores such as Staples, Office Max or Office Depot. Try to get one with rounded corners and a magnetic back. It should have your name and current degree on the first line and identify your program as well as “UTD Graduate Student Intern” (see example below):

Jane Smith, BA
UTD Graduate Student Intern
Early Childhood Disorders

HDCD students are required to have a criminal background check, current immunizations & negative TB test (results less than one year old) plus student liability insurance.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university requires all official student email correspondence by your professors be sent **only** to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of the **Office of Student AccessAbility** is to provide students with disabilities equal access to educational, recreational and social opportunities equal to those of their non-disabled peers. The Office of Student AccessAbility is located in the Student Services Building ([SSB 3.200](#)). Office hours are Monday- Thursday, 8:00 a.m. to 6:00 p.m. and Friday, 8:00 a.m. to 5:00 p.m. Evenings by appointment.

The contact information for the Office of Student AccessAbility is:

The University of Texas at Dallas
800 W. Campbell Rd. SSB 32
Richardson, Texas 75080
(972) 883-2098 (voice or TTY)
studentaccess@utdallas.edu

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of a guide dog) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

***These descriptions and timelines are subject
to change at the discretion of the Professor***